DOCUMENT RESUME

ED 217 312 CG 015 918

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TITLE Factors Affecting Career Decision-Making: Further Validation of the O'Neil Career-Sex Role Model and the Career Factor Checklist.
PUB DATE 82
NOTE 30p.; Best copy available.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Career Choice; Career Development; *College Students; *Decision Making; Environmental Influences; Family Influence; Higher Education; *Individual Characteristics; Influences; *Psychological Patterns; *Sex Differences; Social Influences; Socioeconomic Influences
IDENTIFIERS *Career Factor Checklist

ABSTRACT

Many correlates of vocational choice have been suggested by career development theorists. A career decision-making model developed by O'Neil, Meeker, and Borgers suggests six factors (individual, societal, familial, socioeconomic, situational, psychosocial-emotional) that affect both sex role socialization and career decision-making. The validity of this model and of the 28-item Career Factor Checklist (CFC) derived from this model were investigated, and sex and year in college differences in the effects of the six CFC factors were explored. The CFC was administered to 409 college students and data were analyzed using factor analysis and analysis of variance procedures. The factor analysis did not yield the six factors as expected. For females, nine factors emerged; eight factors emerged for males, along with eight factors for the total sample. No sex or year in college differences were found on five of the six CFC factors scores or total scores. Only individual factors showed a significant main effect for sex, i.e., females indicated that their career decision-making was affected significantly more by individual factors than did males. The findings provide experimentally validated support for the O'Neil et al. model and the CFC. (Author/NRB)

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Factors Affecting Career Decision-Making : Further Validation Of The O'Neil Career-Sex Role Model and the Career Factor Checklist

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1982

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FACTORS AFFECTING CAREER DECISION-MAKING: FURTHER VALIDATION OF THE O'NEIL ET AL. MODEL AND THE CAREER FACTOR CHECKLIST

INTRODUCTION AND REVIEW OF LITERATURE

Many correlates of vocational choice, or those variables which are systematically related to an individual's selection of an occupation (Crites, 1969), have been suggested by career development theorists (Williamson, 1939, 1964; Patterson, 1964; Bordin et al., 1964; Ginzberg et al., 1951; Roe, 1957; Super, 1953; Goodstein, 1965; Krumboltz & Thoresen, 1969; Blau et al., 1968; Holland, 1966, 1973; Crites, 1969). Dating from Parson's (1909) tripartite model for "choosing a vocation", the trait-and-factor approach to career counseling dominated the field during the 1930's and 1940's (Crites, 1969). Williamson, the major proponent of the trait-and-factor approach to vocational counseling, advanced the following correlates of occupational choice: aptitudes, value commitments, interests, motivations (affect), rewards and satisfactions, consequences (prices), awareness of alternative roles, role-expectancies, and nonfinancial incentives.

During the 1940's, the tenets of the trait-and-factor approach to career decision-making were seriously questioned by Rogers' (1942) system of nondirective or client-centered counseling (Crites, 1969). Patterson (1964) outlined the correlates of vocational choice which had been assumed for twenty years by client-centered career counselors. These criteria include: attitudes and feelings, self-concept, and availability of career information.

By the 1950's, still another orientation to career counseling was being

articulated within the conceptual framework of psychoanalytic theory (Crites, 1969). Bordin et al. (1963) present an analysis of the guiding principles of more than a decade of work with career counseling clients. The variables assumed by the psychoanalytic vocational counselor to affect career choice include: gratifications that work offers, physiological functions necessary to achieve gratifications, and early experiences leading to investment in particular modes of obtaining gratifications. More simply, the primary correlates of vocational choice are believed by psychoanalytic career counselors to be: needs, motivations, impulses, and activities.

A number of theorists have proposed developmental theories of vocational choice. Ginzberg et al. (1951) advocated the importance of variables which were conceptualized as accumulating across developmental stages. These variables include: fantasies (i.e., early childhood), interests, capacities, values, preferences, and opportunities for specific training or direct explosure to the job market. Roe's theory (1957) emphasized correlates of career choice pertaining to early childhood experiences, parent-child interactions, and basic interpersonal orientation either toward or not toward people. Super's developmental self-concept theory of vocational behavior formulated the following factors affecting career choice: abilities, interests, personality, vocational preferences and competencies, development and implementation of self-concept, inherited aptitudes, neural and endocrine makeup, opportunity to play various roles, approval of superiors and fellows, parental socioeconomic level, mental ability, and use of resources.

More recently in the history of career counseling, the focus has been upon the application of behavioral principles to the analysis and modification

of information-seeking and other decisional behaviors (Crites, 1969). Goodstein (1972) presents a behavioral-theoretic viewpoint, while Krumboltz and Thoresen (1969) emphasize the behavioral-pragmatic viewpoint. Goodstein attributes a central role to anxiety in the etiology of behavioral problems in general, and career choice problems, in particular. Specific variables affecting career choice as presented by Goodstein include: limitation or availability of information and/or experience, fear, anxiety, and failure.

General theories of vocational choice have been advanced by Blau et al. (1965), Holland (1966, 1973), and Crites (1969). Blau et al. identify the following basic correlates of career choice: preferences (aspirations), expectations (realities), biological conditions, social structure, geographical conditions, historical change, personality development, sociopsychological attributes, socioeconomic organization, and immediate determinants (i.e., occupational information, social role characteristics). Holland's typological theory of vocational choice proposes that career decisions are made according to the following personality type and work environment variables: realistic, investigative, social, conventional, enterprising, artistic. Additional correlates include self-knowledge and career information.

Crites (1969) presents the correlates of vocational choice in terms of stimulus, organismic, and response variables. Stimulus variables include culture, subculture (i.e., social class, racial background, and geographic region), community, and immediate environment (i.e., family, school, church). Organismic variables encompass endocrine glands, physique, and heredity. Aptitudes, interests, and personality comprise response variables. In Crites'

view, research on the correlates of career choice is important for three reasons: (a) to understand individual differences in career choice, (b) to better understand the differential patterns in career development, and (c) to develop an empirical basis in career development theory and practice.

A recent career decision-making model (O'Neil, Meeker, Borgers, 1978; O'Neil et al., 1980a; O'Neil et al., 1980b) suggests six general factors and 22 subfactors affecting both sex role socialization and career decision-making. This model (See Figure 1) hypothesizes that individual, societal, familial, socioeconomic, situational, psychosocial-emotional factors are important correlates of occupational choice. Each of these six primary factors is made up

Insert Figure 1 about here

of a number of subfactors. The individual factor includes self-expectancies, abilities, interests, attitudes, and achievement needs. The societal factor is comprised of educational experiences, peer group influences, and mass media. Childhood experiences, mother's role model, and father's role model make up the familial factor. The socioeconomic factor includes social class, race, sex discrimination, and the supply and demand of jobs. The situational factor encompasses chance and the course of least resistance. Finally, the psychosocial-emotional factor is comprised of fear of failure, fear of success, lack of confidence, lack of assertiveness, and role conflict.

A 28-item, self-report measurement devise, the Career Factor Checklist (CFC), has been derived from the O'Neil et al. model. O'Neil et al. (1980b) describe results of factor analytic procedures performed on the CFC to test the validity of the instrument and the proposed model. The hypothesized

factorial structure of the CFC was supported, and initial validation of the model was achieved.

The purposes of this study were 1) to further investigate the validity of the O'Neil et al. model and the CFC through factor analyses of a second sample of CFC data, and 2) to investigate sex and year in college (freshman, sophomore) differences in the self-reported effects of the six CFC factors. Based upon the factor analytic findings of O'Neil et al. (1980b), it was hypothesized that factor analysis of this sample would yield clustering of CFC items into six overall factors. It was also hypothesized that no significant sex or year in college differences would emerge for any of the six CFC factor scores or total scores.

Methodology

Subjects

Subjects were undergraduates enrolled in introductory psychology at a large Midwestern university. Data were obtained from 276 freshmen, 78 sophomores, 31 juniors, and 10 seniors. Fourteen subjects were graduate students, special students, or did not indicate their educational level. The total sample equaled 409 subjects (males = 221; females = 188).

Instrumentation

The Career Factor Checklist (CFC) asks subjects to self-report on a 5-point, Likert-type scale ("very much" to "not at all") the degree to which 28 items affect their career choice. The CFC items are derived directly from the O'Neil et al. model (O'Neil et al., 1978; O'Neil et al., 1980a; O'Neil et al., 1980b). The number of items comprising each factor is as follows: Familial Factor - 4 items; Societal factor - 4 items; Individual factor - 6 items; Socioeconomic

factor - 5 items; Situational factor - 3 items; Psychosocial-Emotional factor - 6 items. According to O'Neil et al. (1980), the Hoyt reliability coefficients (internal consistency) for the six factors of the CFC range from .65 to .81. The following test-retest reliabilities (over a four-week period) were established for each of the CFC factors and for the CFC's total score: Familial factor (r_{tt}=.73); Societal factor (r_{tt}=.80); Individual factor (r_{tt}=.52); Socioeconomic factor (r_{tt}=.49); Situational factor (r_{tt}=.52); Psychosocial-Emotional factor (r_{tt}=.83); total score of CFC (r_{tt}=.83). Factor analysis of the CFC (N = 1436) produced mean factor loadings varying from .64 (Societal factor) to .81 (Individual factor) for males (N = 600), and .59 (Societal) to .90 (Individual) for females (N = 836).

Procedures

The Career Factor Checklist (CFC) was administered to 409 subjects. CFC data were gathered as part of a 35-minute career exploration program presented to introductory psychology students. The CFC was administered during a 15-minute lecture on career planning. After administering the CFC, an additional 20 minutes was devoted to discussion of the multiple factors affecting career decision making.

Analysis

Factor analysis (BMDP4M) and a 2x2 analysis of variance procedures were performed. Data obtained from the total sample (N=409) were utilized for the factor analyses. Only data obtained from freshmen and sophomores (N=354) were used for the analysis of variance. Analysis of variance by sex (males = 156; females = 198) and year in college (freshmen = 276; sophomores = 78) were performed for each of the six CFC factor scores and for total CFC scores.

Results

Table 1 - 3 present the factorial structure of the CFC for females, males, and the total sample. Contrary to expectations, the factor analysis

Insert Tables 1 - 3 about here

did not yield six factors as in the O'Neil et al. (1980b) study. For females, nine factors emerged and for males, eight. For the total sample, eight factors were identified.

For females, all but two items had unique factor loadings. Items 22 and 28 cross loaded on more than one factor. Mean factor loadings ranged from .63 (Psychosocial-Emotional Factors) to .81 (Discrimination Factors).

For males, only one item (19) cross loaded on more than one factor. Mean factor loadings ranged from .61 (Individual Factors A) to .755 (Individual Factors B).

For the total sample, all but two items had unique factor loadings. Items 14 and 22 cross loaded on more than one factor. Mean factor loadings ranged from .61 (Individual Factors) to .77 (Socioeconomic Status Factors).

The sum of the eigenvalues for all CFC factors was 18.20 for females, 17.33 for males, and 16.69 for the total sample. These values account for 65% of the cumulative variance for females, 62% for males, and 60% for the total sample. Table 4 presents the proportions of variance explained by each factor for females, males and the total sample. The largest proportion of

Insert Table 4 about here

variance was explained by the Psychosocial-Emotional Factors for males, females

and the total sample (females - 18%; males - 20%; total sample - 19%). These results are different than the O'Neil et al. (1980b) findings which reported that the Familial Factors explained the largest proportion of variance for both males and females.

Univariate analyses of variance (sex by year in college) were calculated for each of the six factors of the CFC and the total CFC scores. Table 5

Insert Table 5 about here

presents the means and standard deviations for each of the six factor scores and total scores according to sex and year in college. Analyses of the scores for Factors 1, 2, 4, 5, and 6 and the totals supported the null hypothesis, indicating no significant main or interaction effects. Analysis of the data for Factor 3 (Individual Factors) showed a significant main effect for sex ($F_{(1,350)} = 4.33$, $p < .05$). Female subjects (both Freshmen and Sophomores) indicated that their career decision-making was affected significantly more by the Individual Factors than did male subjects. Inspection of the means indicates that subjects reported the effects of the six factors on their career decision-making in the following order from "most effect" to "least effect": Individual, Familial, Societal, Socioeconomic, Situational, and Psychosocial-Emotional.

Discussion

The purpose of this study was to test two hypotheses related to the O'Neil et al. model. The hypothesis that six CFC factors would emerge as in the O'Neil et al. (1980b) study was partially supported. The null hypothesis that there would be no sex or year in college differences on the six CFC

factor scores or total scores was supported on all but one of the CFC factors.

The factor analytic results of this study of the CFC provide some interesting variations on the six factors established by O'Neil et al. (1980b). Many of the CFC items did, however, cluster together to yield factors identical to those described by O'Neil et al. (1980b). For example, for males and the total sample, Factor I (Psychosocial-Emotional Factors) included Items 23-28 in both this study and the O'Neil et al. (1980b) study. Only for females did an additional item (22) emerge as part of the Factor I cluster. Societal Factors (Factor II for females, Factor V for males, and Factor III for the total sample) included Items 5-8 in these factor analyses, exactly duplicating the item cluster established by O'Neil et al. (1980). Familial Factors (Factor III for females, Factor VI for males, and Factor IV for the total sample) included only items 1, 3, and 4, excluding item 2 which was reported by O'Neil et al. (1980b) to be part of the Familial Factors cluster.

Situational Factors in the O'Neil et al. (1980b) study included Items 20-22. Situational Factors clusters (Factor IV for females and males, Factor V for the total sample) resulting from the present study's analysis included an additional item (19) for females, males, and the total sample. Item 19 (supply and demand of jobs) had been a part of the Socioeconomic Factors cluster in the O'Neil et al. (1980b) factor analysis. The Socioeconomic Factors cluster for males closely resembled the cluster established by O'Neil et al. (1980b) including Items 15-18. However for females and the total sample, the Socioeconomic Factors cluster split into two separate factors - Socioeconomic Status Factors (Items 15 and 16) and Discrimination Factors (Items 17 and 18). Items 17 and 18 are labeled Discrimination Factors, because these items assess

the degree to which race and sex discrimination affect career decision-making.

For the total sample, the Individual Factors cluster (Items 9 - 14) emerged intact, duplicating the cluster described by O'Neil et al. (1980b). However, Individual Factors split into three separate factors (A, B, and C) for females and two separate factors (A and B) for males. For females, Individual Factors A (Factor V) included Items 11 and 13. Items 2, 10, and 14 comprised Individual Factors B (Factor VIII). Individual Factors C (Factor IX) included Items 9 and 12. For males, Items 9, 10, 13, and 14 comprised Individual Factors A (Factor II). Individual Factors B (Factor VII) included Items 11 and 12. Also, for males and the total sample, Item 2 (Childhood experiences) became a separate factor comprising Factor VIII for both groups.

The most provocative of these factor analytic findings are the division of two of the six CFC factors (O'Neil et al., 1980b). The split of the Socioeconomic Factors cluster into Socioeconomic Status Factors and Discrimination Factors seems to be a meaningful one. The fact that Discrimination Factors (race and sex) formed a separate factor for women only and the total sample, while not for men only is especially interesting. Perhaps, the effects of race and sex discrimination upon career choice are felt more strongly by women and a minority of men than by the majority of men.

The split of the Familial Factors cluster into Items 1, 3, and 4 and a separate Childhood Experiences Factor (Item 2) is also interesting. For subjects in this sample, early childhood experiences regarding appropriate career choices were viewed as separate from Familial Factors (Items 1),

Mother's role model (Item 3), and Father's role model (Item 4). For females, childhood experiences clustered with Individual Factors B (Factor VIII). Individual Factors B included Item 10 (Self-expectancies) and Item 14 (Attitudes). Self-expectancies is described as "what you expect of yourself related to possible careers now and in the future". Attitudes is described as "your perceptions and feelings about yourself and your role related to careers". Perhaps, this cluster evidences the influence of traditional female socialization upon women's career choices.

For males, the Childhood experiences Factor (Factor VIII) included a cross loaded, negatively balanced Item 19 (supply and demand of jobs). Evidently, endorsement of childhood experiences as influencial in career choice was "negatively correlated" with endorsement of the influence of the supply and demand of jobs. In other words, the more influenced a man is by his childhood experiences in the choice of a career, the less influenced he is by the supply and demand of jobs and visa versa.

The single significant analysis of variance main effect (sex on the Individual Factor) indicates that freshmen and sophomore women self-report that they are influenced significantly more by the items comprising the Individual Factor than are freshmen and sophomore men. The items comprising the Individual Factor are self-expectancies, abilities, interests, need to achieve, and attitudes. In other words, freshmen and sophomore women are significantly more influenced in their career decision-making by their assessment of and beliefs about themselves than men. Such data suggest that women may rely more than men upon internal criteria when making career choices.

Based upon the factor score means for the total sample of freshmen and sophomores (N=354), the order of effect of the six factors upon career decision-making is similar to that reported by O'Neil et al. (1980b). Individual, Familial, and Societal factors were the top three influencers in both studies. Socioeconomic and Situational factors proved to be more influential in the present study than in the O'Neil et al. (1980b) study. Perhaps, recent trends toward economic recession have impacted students in such a way that socioeconomic and situational variables have become increasingly important correlates of career choice. One can only speculate as to why students rated psychosocial-emotional factors as least important to their career decision-making process. Perhaps, as freshmen and sophomores, students are unaware of the impact upon their career choices of variables such as fear of failure, fear of success, lack of assertiveness, lack of confidence, and role conflict.

Limitations of this study are the usual problems connected with using a questionnaire to collect data. Two particular issues (1) the reliability of self-report measures and (2) the influence of social desirability must be viewed as possible sources of error.

Implications for counselors of this study's findings are many. The O'Neil et al. model and the Career Factor Checklist (CFC) have both been experimentally validated again by this study. According to the results of the factor analyses, the CFC has identified approximately 65% of the possible correlates from the realm of variables affecting vocational choice. The utility of the CFC for individual or group career counseling and career decision-making research seems apparent. Helping students become aware of

the influence of particular factors upon their career decision-making processes can be the first step toward recognizing and eliminating stumbling blocks to positive career decisions.

The significant effect of the Individual Factors upon college freshmen and sophomore women indicates that differential approaches may be appropriate when planning career decision-making interventions with college men and women. For women, exploration of the relative importance of Individual Factors in their career decision-making processes may be helpful.

Future research involving the O'Neil et al. model and/or the CFC can take many forms. Further factor analytic studies could provide more information concerning the factorial structure of the CFC. Additional information could be obtained about specific factors and relationships between factors (i.e. the "negative correlation" for males between childhood experiences and the supply and demand of jobs). It would also be of interest to compare CFC factor scores for college seniors and a sample of older adults who have been in their careers for at least five years with those of freshmen and sophomores.

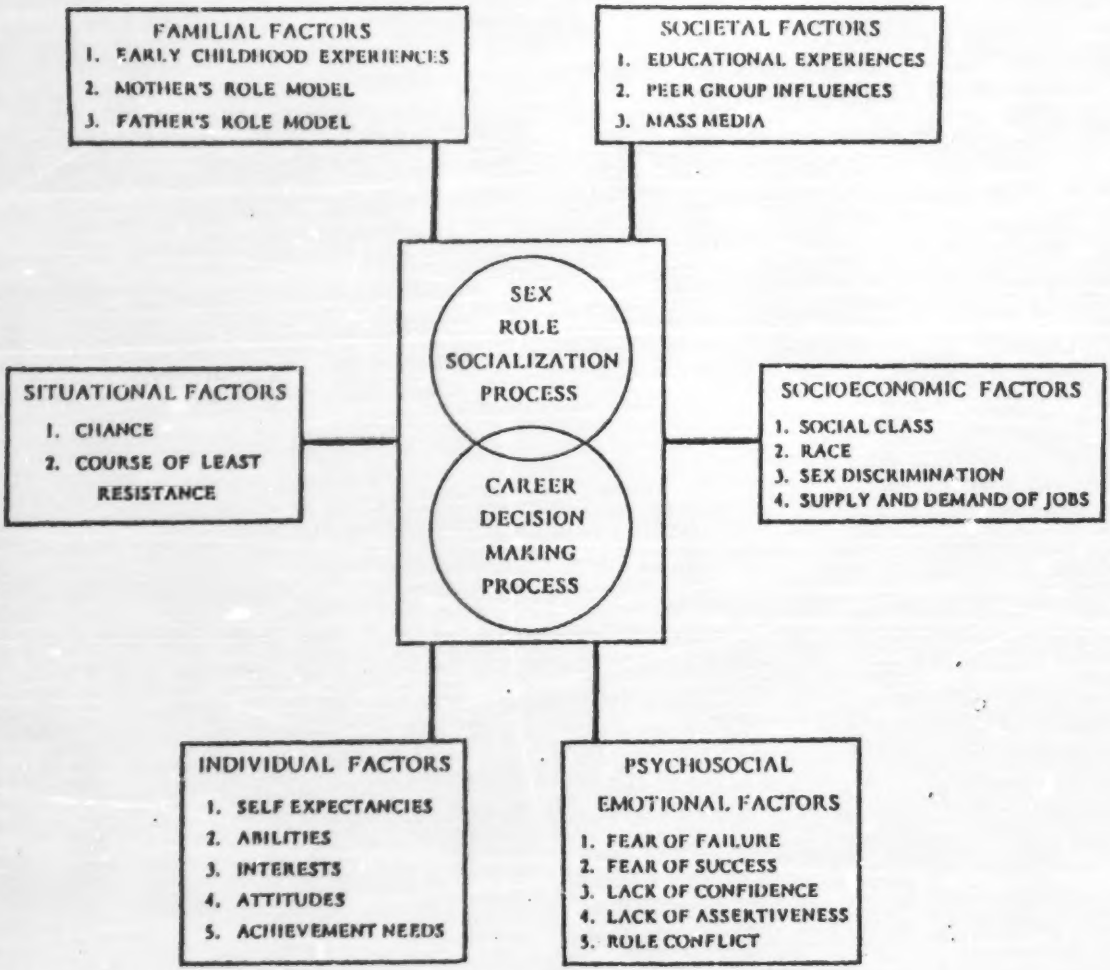

Figure 1: Factors Affecting the Sex Role Socialization and Career Decision Making Process (O'Neil et al, 1978; O'Neil et al, 1980a; O'Neil et al, 1980b)

Table 1

Factorial Structure of the Career Factor Checklist - Females

	Factors and Individual Items of The Career Factor Checklist (CFC)	Factor Loadings Female
23.	Psychosocial-Emotional Factors - Factor I	.70
24.	Fear of Failure Fear of being seen or judged as inadequate and unsuccessful.	.61
25.	Fear of Success Avoiding success because of possible negative consequences.	.57
26.	Lack of Assertiveness Lack of initiative to express yourself and to act in your best interest.	.84
27.	Lack of Confidence Lack of trust in your abilities and potential to be a success.	.82
28.	Role Conflict Feelings of frustration over being pulled in opposite directions by your roles (such as career vs family, career vs wife, career vs husband, career vs son/daughter, career vs parent's approval-disapproval).	.44
22.	Course of Least Resistance Available options offering the least resistance, hard work, or difficulty.	.46
	Mean Factor Loading = .63	
5.	Societal Factors - Factor II Society's values, attitudes, and practices related to appropriate career choice.	.71
6.	Educational Experiences Educational institutions; values, attitudes, and practices related to appropriate career choices.	.61
7.	Peer Group Influences Values, attitudes, and behaviors of your peers regarding appropriate career choices.	.79
8.	Mass Media Values, attitudes, and behaviors depicted on radio and TV and in movies, books, and magazines regarding appropriate career choices.	.76
	Mean Factor Loading = .72	

	Factors and Individual Items of The Career Factor Checklist (CFC)	Factor Loadings Female
1.	**Familial Factors - Factor III**	.80
	Your family's values, attitudes, and behaviors regarding appropriate career choices.	
3.	**Mother's Role Model**	.74
	Your mother's roles and attitudes related to family, career and work.	
4.	**Father's Role Model**	.79
	Your father's roles and attitudes related to family, career, and work.	
	Mean Factor Loading = .77	
20.	**Situational Factors - Factor IV**	.80
	Unforeseen circumstances and events.	
21.	**Chance**	.80
	Unplanned or unpredictable events.	
19.	**Supply and Demand of Jobs**	.60
	Availability of jobs.	
	Mean Factor Loading = .73	
	Individual Factors (A) - Factor V	
11.	**Abilities**	.73
	All skills you have or can develop.	
13.	**Need to Achieve**	.79
	Your desire to accomplish certain goals in life.	
	Mean Factor Loading = .76	
	Discrimination Factors - Factor VI	
17.	**Race**	.86
	Your race.	
18.	**Sex Discrimination**	.75
	Your experience of personal and societal discrimination on the basis of sex.	
	Mean Factor Loading = .81	
15.	**Socioeconomic Status Factors - Factor VII**	.72
	Your social, racial, and ethnic group, and society's economic condition.	
16.	**Social Class**	.74
	The social and economic level of you and your family.	
	Mean Factor Loading = .73	

	Factors and Individual Items of The Career Factor Checklist (CFC)	Factor Loadings Female
	Individual Factors (B) - Factor VIII	
2.	Childhood Experiences Your early childhood experiences regarding appropriate career choices.	.72
10.	Self Expectancies What you expect of yourself related to possible careers now and in the future.	.68
14.	Attitudes Your perceptions of yourself and a woman's role related to careers.	.55
	Mean Factor Loading = .65	
9.	Individual Factors (C) - Factor IX Your abilities, interests, self expectancies, attitudes, and need to achieve.	.58
12.	Interests Specific activities and areas that arouse your curiosity or attention.	.83
	Mean Factor Loading = .71	

Table 2

Factorial Structure of the Career Factor Checklist - Males

	Factors and Individual Items of The Career Factor Checklist (CFC)	Factor Loadings Male
23.	Psychosocial-Emotional Factors - Factor I	.58
24.	Fear of Failure Fear of being seen or judged as inadequate and unsuccessful.	.75
25.	Fear of Success Avoiding success because of possible negative consequences.	.68
26.	Lack of Assertiveness Lack of initiative to express yourself and to act in your best interest.	.83
27.	Lack of Confidence Lack of trust in your abilities and potential to be a success.	.88
28.	Role Conflict Feelings of frustration over being pulled in opposite directions by your roles (such as career vs family, career vs wife, career vs husband, career vs son/daughter, career vs parent's approval-disapproval).	.64
	Mean Factor Loading = .73	
9.	Individual Factors (A) - Factor II Your abilities, interests, self expectancies, attitudes, and need to achieve.	.48
10.	Self Expectancies What you expect of yourself related to possible careers now and in the future.	.70
13.	Need to Achieve Your desire to accomplish certain goals in life.	.55
14.	Attitudes Your perceptions of yourself and a woman's role related to careers.	.71
	Mean Factor Loading = .61	

	Factors and Individual Items of The Career Factor Checklist (CFC)	Factor Loadings Male
15.	Socioeconomic Factors - Factor III Your social, racial, and ethnic group, and society's economic condition.	.57
16.	Social Class The social and economic level of you and your family.	.65
17.	Race Your race.	.68
18.	Sex Discrimination Your experience of personal and societal discrimination on the basis of sex.	.67
	Mean Factor Loading = .64	
20.	Situational Factors - Factor IV Unforeseen circumstances and events.	.85
21.	Chance Unplanned or unpredictable events.	.73
22.	Course of Least Resistance Available options offering the least resistance, hard work, or difficulty.	.61
19.	Supply and Demand of Jobs Availability of jobs.	.41
	Mean Factor Loading = .65	
5.	Societal Factors - Factor V Society's values, attitudes, and practices related to appropriate career choices.	.74
6.	Educational Experiences Educational institutions; values, attitudes, and practices related to appropriate career choices.	.60
7.	Peer Group Influences Values, attitudes, and behaviors, of your peers regarding appropriate career choices.	.65
8.	Mass Media Values, attitudes, and behaviors depicted on radio and TV and in movies, books, and magazines regarding appropriate career choices.	.67
	Mean Factor Loading = .66	

Factors and Individual Items of The Career Factor Checklist (CFC)	Factor Loadings Male
1. Familial Factors - Factor VI	.74
Your family's values, attitudes, and behaviors regarding appropriate career choices.	
3. Mother's Role Model	.79
Your mother's roles and attitudes related to family, career, and work.	
4. Father's Role Model	.70
Your father's roles and attitudes related to family, career, and work.	
Mean Factor Loading = .74	
Individual Factors (B) - Factor VII	
11. Abilities	.74
All skills you have or can develop.	
12. Interests	.77
Specific activities and areas that arouse your curiosity or attention.	
Mean Factor Loading = .755	
2. Childhood Experiences Factor - Factor VIII	.70
Your early childhood experiences regarding appropriate career choices.	

Table 3

Factorial Structure of the Career Factor Checklist - Total Sample

	Factors and Individual Items of The Career Factor Checklist (CFC)	Factor Loadings Total Sample
23.	**Psychosocial-Emotional Factors - Factor I**	.66
24.	**Fear of Failure** Fear of being seen or judged as inadequate and unsuccessful.	.69
25.	**Fear of Success** Avoiding success because of possible negative consequences.	.64
26.	**Lack of Assertiveness** Lack of initiative to express yourself and to act in your best interest.	.82
27.	**Lack of Confidence** Lack of trust in your abilities and potential to be a success.	.85
28.	**Role Conflict** Feelings of frustration over being pulled in opposite directions by your roles (such as career vs family, career vs wife, career vs husband, career vs son/daughter, career vs parent's approval-disapproval).	.59
	Mean Factor Loading = .71	
9.	**Individual Factors - Factor II** Your abilities, interests, self expectancies, attitudes, and need to achieve.	.60
10.	**Self Expectancies** What you expect of yourself related to possible careers now and in the future.	.62
11.	**Abilities** All skills you have or can develop.	.72
12.	**Interests** Specific activities and areas that arouse your curiosity or attention.	.68
13.	**Need to Achieve** Your desire to accomplish certain goals in life.	.60
14.	**Attitudes** Your perceptions of yourself and a woman's role related to careers.	.47
	Mean Factor Loading = .61	

Factors and Individual Items of The Career Factor Checklist (CFC)	Factor Loadings Total Sample
5. Societal Factors - Factor III Society's values, attitudes, and practices related to appropriate career choices.	.72
6. Educational Experiences Educational institutions; values, attitudes, and practices related to appropriate career choices.	.63
7. Peer Group Influences Values, attitudes, and behaviors of your peers regarding appropriate career choices.	.73
8. Mass Media Values, attitudes, and behaviors depicted on radio and TV and in movies, books, and magazines regarding appropriate career choices.	.73
Mean Factor Loading = .70	
1. Familial Factors - Factor IV Your family's values, attitudes, and behaviors regarding appropriate career choices.	.79
3. Mother's Role Model Your mother's roles and attitudes related to family, career, and work.	.75
4. Father's Role Model Your father's roles and attitudes related to family, career, and work.	.75
Mean Factor Loading = .76	
20. Situational Factors - Factor V Unforeseen circumstances and events.	.83
21. Chance Unplanned or unpredictable events.	.78
22. Course of Least Resistance Available options offering the least resistance, hard work, or difficulty.	.45
19. Supply and Demand of Jobs Availability of jobs.	.55
Mean Factor Loading = .65	

	Factors and Individual Items of The Career Factor Checklist (CFC)	Factor Loadings Total Sample
15.	Socioeconomic Status Factors - Factor VI	.80
	Your social, racial, and ethnic group, and society's economic condition.	
16.	Social Class	.74
	The social and economic level of you and your family.	
	Mean Factor Loading = .77	
	Discrimination Factors - Factor VII	
17.	Race	.75
	Your race.	
18.	Sex Discrimination	.75
	Your experience of personal and societal discrimination on the basis of sex.	
	Mean Factor Loading = .75	
2.	Childhood Experiences Factor - Factor VIII	.68
	Your early childhood experiences regarding appropriate career choices.	

Table 4

Proportions of Variance Explained by Each Factor
for Females, Males, and Total Sample

FEMALES

FACTORS	VARIANCE EXPLAINED
I - Psychosocial-Emotional	18%
II - Societal	11%
III - Familial	8%
IV - Situational	6%
V - Individual (A)	5%
VI - Discrimination	5%
VII - Socioeconomic Status	4%
VIII - Individual (B)	4%
IX - Individual (C)	4%
	Total 65%

MALES

FACTORS	VARIANCE EXPLAINED
I - Psychosocial-Emotional	20%
II - Individual (A)	11%
III - Socioeconomic	7%
IV - Situational	6%
V - Societal	5%
VI - Familial	5%
VII - Individual (B)	4%
VIII - Childhood Experiences	4%
	Total 62%

TOTAL SAMPLE

FACTORS	VARIANCE EXPLAINED
I - Psychosocial-Emotional	19%
II - Individual	10%
III - Societal	8%
IV - Familial	5%
V - Situational	5%
VI - Socioeconomic Status	5%
VII - Discrimination	4%
VIII - Childhood Experiences	4%
	Total 60%

Table 5

Means and Standard Deviations for Factor and Total Scores of the Career Factor Checklist (CFC) for Sex and Year in College

SEX / Year in College	Factors From the CFC[1]						
	Familial	Societal	Individual	Socioeconomic	Situational	Psychosocial-Emotional	Total
MALES							
Freshmen							
M	12.09	11.94	26.24	12.55	6.59	11.16	80.57
SD	3.28	3.41	2.80	3.83	3.13	4.89	12.98
Sophomores							
M	12.23	11.67	26.52	12.12	6.73	10.71	79.98
SD	3.37	3.64	2.91	3.45	3.16	3.85	12.52
FEMALES							
Freshmen							
M	12.45	11.77	26.60	12.28	6.62	11.41	81.14
SD	3.37	3.11	2.80	3.63	3.04	5.06	12.97
Sophomores							
M	12.62	11.73	27.73	13.65	6.77	12.54	85.04
SD	2.94	3.27	2.55	3.89	2.53	6.15	12.79
Grand Mean	12.32	11.80	26.57	12.44	6.64	11.32	81.09

[1]Item means will vary according to the number of items in each factor of the CFC. The number of items in each factor of the CFC are as follows: Familial (4), Societal (4), Individual (6), Socioeconomic (5), Situational (3), Psychosocial-Emotional (6).

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